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Chaffey Schools Meet Varied Demands

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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JOURNAL OF EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Very Personal

WE ARE happy to say that our editor is in better physical condition than he has been for two years. He is making lecture engagements and planning itineraries as he has always done, but he doesn't plan to speak seven times a day just for fun; doesn't intend to go to the basement to see the heating scheme, nor to the attic to see the ventilating plan; nor does he intend to visit all classrooms for fear some teacher will feel slighted. His social function will be scheduled on a "safety first" basis.

He has no more anxiety about hours and miles of travel than he ever had. He expects to enjoy his life of travel as much as he ever did, and we think he is more likely to do it for several years than he was two years ago.

Dr. Stratton D. Brooks is national executive director of the third largest organization of young men in the country. The only larger organizations are Boy Scouts and the Young Men's Christian Association. The De Molay confines its work to the young, sixteen to twenty-one. It is the only organization working with those years exclusively.

Greatest Year in Education

THE Department of Superintendence of 1932 will see education at the peak of the greatest year American education has ever known, and the thrills will all centre in the Washington meeting, February 20-25.

It will be the Presidential year. For the first time in sixty-three years the Bureau of Education will play a vital part in a Presidential campaign.

Both major political parties already admit their need of the education sentiment, and the opponents of both parties assume that they have first claim of school people.

President Hoover will be the chief issue and that will intensify the excitement at the Washing-

ton meeting of the Department of Superintendence.

The National Education Association with its new headquarters building of commanding presence will inevitably be of unusual interest.

The future of America and of civilization will be largely interested in the spirit of American education as it culminates by next February when the Department of Superintendence meets in Washington.

Nathan Gluck and Einstein

EINSTEIN has interested me more than any other famous European visitor, and his courtesy in appreciation of Nathan Gluck's sketch of him was one of the most gracious of all his appreciations while in America.

Einstein's appreciation of America's devotion to science has attracted the attention of leaders of thought everywhere. He never failed to magnify the fact that he came to the New World to complete his mastery of nature.

Nothing that Albert Einstein did in all those weeks interested me so much as his signing the sketch by Nathan Gluck, a twelve-year-old Perth Amboy, N.J., school boy. This was a glorious revelation of human nature's mastery of the greatest scientist of the world.

This is appreciation of American education of supreme importance.

A Wonderful History

THE United States History Association will shortly publish one of the most wonderful histories of the United States, we are sure, that has ever been published.

There is not one of the 1,214 writers for this history who is not famous in his line. They knew of what they were writing, and they gave the best of their writing to this history.

Charles E. Hughes, Thomas A. Edison, Richard E. Byrd, William S. Sims, Calvin Coolidge, Henry Ford, Charles A. Lindbergh, President Hopkins of Dartmouth, President Sills of Bowdoin, the late Charles W. Eliot of Harvard, Dean Briggs of Harvard, the late W. H. P. Faunce of Brown, and John Hays Hammond are a few of the 1,214 contributors to this history of the United States.

No other man could have secured such authors or the financial support except John F. Benyon, the editor, who has the appreciation of literary men and the devout faith of America's financiers.

I have been in close touch with Mr. Benyon in this work from the first, and my admiration has grown yearly.

I say most sincerely that I think it will be a misfortune for any reader not to accept the offer to receive these two volumes of "Uncle Sam's History of the United States" for seven days' enjoyment, absolutely without a dime's expense.

You may keep the books for five dollars. You will pay fifteen dollars later if you order them of any bookseller.

Willard E. Givens

WE WOULD like to emphasize to the height of our ability that we think Superintendent Willard E. Givens of Oakland has the ablest article on modern education in the Sierra Educational News for January that has been written by any one in recent times.

Leaving out, if you please, the purpose for which it was written and considering it only as "Straight Thinking on Education," it is the masterpiece of the day.

"We should resolve highly to justify our position as educational leaders by leading the people intelligently and courageously to the broad uplook of educational elasticity and opportunity secured through rendering unto the state the things that belong to the state, and unto the local units the things that belong to the local units."

Dr. Pitman's Quarter Century

SALEM, Massachusetts, recently celebrated the quarter centennial service of Dr. J. Asbury Pitman as the head of the State teacher-training institution of that city.

The school as it was and as it is cannot be compared intelligently, no more can the J. Asbury Pitman who went from the superintendency of Marlboro in 1905 to Salem with the president of a State Teachers College who ranks among the first professional educators of the United States today.

It is easy to let the mind run back over the years that have transformed American education, but it is impossible to frame a contrasting picture of the institution, then and now, and even more impossible to describe the retiring superintendent of Marlboro at thirty-three years of age with the man who had no superior among the state teacher training leaders at the meeting in Detroit.

For Childhood Education

THE International Kindergarten Union is now "The Association for Childhood Education," and will hold its first meeting in Cleveland, April 20 to 25. The change of name is due to the expansion to include all primary grades.

The speakers will be among the most attractive educational men and women in this country, and some from foreign lands. Cleveland will be in the best professional condition to magnify modern education for which the schools are justly famous.

This will be the first opportunity to see this phase of "Childhood Education" demonstrated.

Two Famous School Board Members

By ALBERT E. WINSHIP

ARTHUR S. SOMERS, New York

ARTHUR S. SOMERS has been a remarkable factor in the creation of education in New York City. He was first appointed a member of the Board of Education of the old city of Brooklyn on February 24, 1892, to fill an unexpired term, In the following year he was appointed for a full term of three years, but before completing his service he resigned in October, 1895, in order to accept the office of Civil Service Commissioner in Brooklyn.

In 1898 he was again a member of the school board for the borough of Brooklyn. His services with this board continued until February, 1902, when the board went out of existence. During Mr. Somers' service with the school board for the borough of Brooklyn he was a delegate to the Board of Education, which at that time was frequently referred to as the "General Board." This was during the period from 1900 to 1902.

In November, 1907, Mr. Somers was appointed a member of the Board of Education for the Greater City. He served as a member of the Board until 1915, when he was elected vice-president for one year. In January, 1918, he was made a member of the Board of Education for seven years and elected president for one year.

During his early association with education Mr. Somers was interested in the Nautical School. He was a member of the committee on lectures and library, and later a member of the committee on high schools and training schools. In 1909 he was chairman of the committee of studies and textbooks. Since 1916 Mr. Somers has been the authority on school finances and the school budget. The committee on budget, under his direction, frames annually a budget of unequalled proportions in the educational world. This year it totals more than $141,000,000.

Mr. Somers is president of one bank and trustee of a number of others. He is vice-president of the Roman Catholic Orphan Asylum of Brooklyn, and a trustee of the Lavanburg Foundation, a charitable organization.

City Superintendent William J. O'Shea, his entire board of assistants, and the teaching force as a whole have public confidence to a remarkable degree, escaping the restless spirit of the times almost miraculously.

LESLIE SUTHERLAND, Yonkers, New York

THE increase of more than a third in ten years makes Yonkers one of the important cities of the country. It is in every regard a delightful residential suburb of New York City.

Leslie Sutherland, president of the city Board of Education, Yonkers, New York, is serving his second five-year term as a member of the city Board of Education.

A native of New Glasgow, Nova Scotia, he was educated in the public schools of Yonkers and Cooper Union School of Science and Art, New York City.

Mr. Sutherland has been mayor of Yonkers on two terms, and has held public office frequently. He was delegate to the Republican National Convention that nominated President McKinley, Theodore Roosevelt and Warren G. Harding. He has been a leader in many charitable and philanthropic campaigns in the city and county. He is also president of the Planning Commission of Putnam County, which is building seventy-five miles of roads and parkways through that county. He is a prominent member of many clubs and fraternities, including the Transportation Club of the city of New York, the Republican Club of New York, and is a member and former president of the Canadian Club of New York. He is a member of the Chamber of Commerce of Yonkers and of the county of Westchester. He is chairman of the board of directors of the Yonkers National Bank and Trust Company and vice-president of the Third Avenue Railway Company and its twenty subsidiary railways and bus companies operating in the city of New York and the county of Westchester.

Although a man of many interests, he has found time to give detailed attention to the affairs of the Board of Education.

The city of Yonkers has a population according to the census of 1930 of over 135,000 and employs over one thousand teachers in the public schools with an enrollment of about 26,000 pupils. There are three academic senior high schools, a high school of commerce, a technical high school and trades school, three junior high schools, twenty-five elementary schools, and a continuation school in the school organization. During the last eight years there have been erected and planned new school buildings at an approximate cost of nearly ten million dollars. Some of these buildings have won prizes in national competitions and are noteworthy examples of beauty and scholastic requirements.

Belding's Page

Premium on Study

IS "BIG BUSINESS" discovering the value of high scholarship, or is this merely another sweep of the penduium? Whatever it may be, the news that a number of corporations now leave standing orders with colleges and universities for the services of Phi Beta Kappas and others of high rank in intellectual studies will help to put a premium upon mental exertion.

Manhattan's Tuition Bill

EDUCATION in New York City has become almost, if not quite, a $100,000,000 business. Over 15 per cent. of the city's taxes go into public instruction. Every inhabitant of the big city—provided he is an average inhabitant and can be made to pay his proper share of taxes—expends $13.30 a year or about twenty-five cents out of every week's pay envelope for the tuition of children through elementary and high school years. Not so heavy a burden, expressed in that way—and considering what the results should mean for civic advantage.

Education itself is "big business" these days—but like most other forms of "big business" its income is made up of small payments by a multitude of individuals. The public doesn't wince when it believes it is receiving its money's worth. Whenever the public ceases to feel this way—watch out!

When Cleveland Declined a Degree

HOW a President of the United States once refused an honorary degree from Harvard has recently been related to the public over radio and in the press.

The story is preserved in the clear-cut language of the late President Charles W. Eliot. Interesting as the Eliot letter is, it fails to gratify the curiosity of any who wonder why President Cleveland wept three times on the day when he was a guest at Harvard's 250th birthday celebration—the day on which the degree of doctor of laws was not conferred upon Mr. Cleveland because he would not have it. Evidently it was an occasion upon which emotions were deeply stirred.

Few men have the courage to be as modest as Cleveland was. He declined to be styled a doctor of laws when he felt in his own heart that he deserved no rating as a man of letters, a scientist, or a lawyer of eminence.

Cleveland was wrong in thinking himself unworthy of honorable recognition by a great university. The fact that he had received but scanty education in the schools was all the more reason why he deserved credit for his attainments. But, mistaken as he was in his low estimate of himself, his steadfast refusal of what he must have regarded as a desirable award wins praise and sets Cleveland a few notches higher in the hall of fame. The tears he shed three times on that commencement day in 1886 bore no evidence of moral weakness, whatever else they betokened.

Punishment or Prevention

IN KANSAS more than sixty years have passed since any person was legally executed for murder. In Michigan the record goes back over a hundred years. Yet both these states are today considering a resumption of the death penalty for first degree murder and for armed robbery.

There is no more popular topic of debate than this same question of capital punishment. To attempt to settle it here would be as foolish as it would be futile.

The occurrence of crime waves, real or apparent, causes a tightening of public determination to employ drastic measures of punishment.

A life that is dragged out to its end in prison or suddenly ended in an electric chair is a lost life, so far as society is concerned. It is an evidence that the individual has been out of adjustment to society, perhaps by reason of some failure on society's own part.

The executioner and the warden are symbols of fear. They serve warning upon all would-be sinners. To the extent that their warnings are heeded and people deterred from crime, they perform a superficial sort of education.

It is an education which, for the most part, doesn't educate.

For every one person who is kept from crime by fear of punishment are probably a hundred or a thousand who do the right thing because they have formed right habits and attitudes.

However, the community through its schools and other agencies of character education registers too many failures to warrant any feeling of complacency. Increasing concern should be felt for those who now prove immune to moral influences and receptive to none but evil.

Neither the schools nor the less consciously organized educational forces such as the newspapers and the cinema can wholly shirk responsibility for the condemned murderer. The church may never have touched the life of such a person, And the home may have been a poor imitation of what that name should stand for.

Auson W. Belding

Associate Editor.

Chaffey Schools Meet Varied Demands

By MERTON E. HILL, Ed. D.

Ontario, California

Here is described a very noteworthy demonstration of a public school system adapting itself to the specific demands of the community. The Chaffey secondary schools include a junior college; in fact, an interesting program having several important aims.

THE Chaffey Union High School and the Chaffey Junior College are located in the heart of the citrus belt of Southern California, forty miles directly east of Los Angeles. The institutions are located in Ontario, which is one of the ten districts forming the union. In 1883 the pioneer engineer, George Chaffey, laid out the Ontario Colony, and established an agricultural college known as Chaffey College. This institution for nearly twenty years was affiliated with the University of Southern California, which closed its Ontario branch about 1901. At that time the Ontario High School was organized, and grew to an enrollment of about 300 students during the following ten years.

AN "ESCUELITA" CLASS

In 1911 the high school trustees of the Ontario and Upland High School districts decided to unite and build a greater institution than either could build alone. In September, 1911, the Chaffey Union High School opened with nearly 350 students, bonds were voted, new buildings were erected, and the school began what has been regarded by some as an era of educational progress. In August, 1916, the Chaffey Board organized a Junior College Department, which was reorganized under the California Junior College Act of 1921 as a District Junior College. During the years 1918-1922 the school became greatly interested in the advancement of rural educational opportunities and eight additional elementary districts joined the union, greatly increasing the district's financial backing. The Chaffey Board made the following agreement with each rural district that would join the union:—

1. A deciduous experimental station would be established for the purpose of aiding the farmers in their agricultural problems.
2. Transportation would be furnished free to every high school and junior college pupil in the rural area.
3. Special instruction in music, drawing, manual training and domestic science would be provided in those rural schools desiring such instruction; this instruction would be provided by the high school at no expense to the elementary districts.
4. Supervision of rural elementary schools would be established by the high school in those districts wishing it.

Agreements were signed by the Chaffey Board and approved by the County Superintendent of Schools and by the Board of Supervisors.

In 1918 the Chaffey Evening Schools were established and during the following decade it became the policy of the Chaffey Board to establish evening or afternoon schools in every part of the district; these branch schools were established in co-operation with elementary trustees, and were housed in elementary buildings. Classes were also established in the Mexican labor camps; here houses were either rented by the high school or were furnished free by large agricultural concerns such as the Great Italian Vineyard Company. In order to carry the advantages of the school to every remote corner of the district an old school bus was transformed into a traveling school, and was named by the Mexican children "La Escuelita," little school. This new type of Americanization school found its way into many camps and accommodated as many as twenty-six for a lesson.

It has been a matter of great interest that the former Chaffey Union High School with an enrollment of 350 in 1911-1912 during the twenty-year period developed into four institutions enrolling during the year 1929-1930 more than 6,000, more than half of whom were adults. The four institutions referred to are the Chaffey Union High School, the Chaffey Junior College, the Chaffey Continuation School and Department of American-

ization, and the Chaffey Evening School and Department of Adult Education.

Certain departments have been doing pioneer educational work for more than a decade. In 1911 an agriculture department was established, and this department has steadily developed in both the high school and junior college. It is closely identified with agricultural interests of the community and of the state. Six years of instruction are provided those boys who are interested in becoming agriculturists, and at the present time about one hundred young men who were trained in the institution are actively engaged in agriculture, while at the present time the institutions are training more than 200 boys each year. Boys are required to do project work outside of school and their projects are supervised by five or six certificated teachers. The Department of Agriculture of the Junior College operates several school projects. The Citrus Project contains eighteen acres of oranges, and has been the basis of experimentation in the use of fertilizers, the use of mulch and cover crops for a fifteen-year period. Just recently the annual Citrus short course was conducted by the department for a week, and about 150 farmers were in attendance. The Deciduous Project contains sixty acres and more than 300 varieties of fruit. This experiment station has been the basis of trial of different kinds of fertilizers, different types of pruning and spraying, and the development of new varieties of fruit. The Poultry Project contains about 800 selected birds furnished to the school by the poultry fanciers of Southern California and more than one 300-egg hen has been developed. The department furnishes bulletins setting forth the work of the department, and these bulletins are of value in advancing the cause of scientific agriculture.

The department of music began an interesting experiment in 1912, and introduced free instruction in piano to a few pupils. This plan was quite successful, and was extended during the next decade to include all regular pupils seeking instruction in music. Later free instruction in voice, violin and other stringed instruments, band instruments, and organ was introduced with amazing success. The basic theory of this effort was developed in the belief that music of the right sort should be encouraged and put within the reach of every home.

The department of girls' physical education has been working on a four-year health program for girls. It has proven successful. Each year every girl in both high school and junior college is given one hour of class work with a trained nurse. A carefuliy worked out program of instruction for each girl provides adequately for her future needs.

The teachers in other departments as well as the ones mentioned have been working for a number of years on curriculum revision. New curricula have been developed in nearly every department so that at present there are curricula for fourteen departments. These are arranged for pupil and parent guidance under the following headings: College preparatory; agriculture; art; commerce; home making; mechanic arts; music; Americanization. In the junior college in addition to the regular lower division curricula leading to advanced standing in higher institutions there are "terminal" occupational curricula leading to positions in business, agricultural management and fruit inspecting, mechanical arts and home-making.

A YOUNG MOTHER ENROLLED IN A CHAFFEY PART-TIME CLASS

Students are brought to the campus each day in a "fleet" of transportation busses. There are fifteen 35-42 passenger machines, besides several smaller ones. These machines cover each day an area not far from 225 square miles and must run on schedule time.

The institutions are being developed on a philosophy of education that would make the school the greatest possible community centre; an institution of service to old and young; that education is a continuous process and consequently anyone may be admitted if there is a course that he can profitably take; that every department is developed with one ideal constantly in mind—every teacher, every course, every bit of equipment, every educational device, every tool of knowledge exists for the benefit of the individual, the "educand" who comes into the school environment. The school must make possible for him the greatest possible development physically, mentally, and spiritually. Moreover, the school must take him as it finds him and aid him to go on with an all-round development that will make for his success in life.

Thirty-Two Points for Elementary Principals

By PAUL H. AXTELL

Supervising Principal, Flemington, New Jersey

1. The principal studies all possible problems before they arise and makes adequate plans to meet them.
2. The principal meets the demands of material equipment neither by over supply nor under supply.
3. The principal is active in removing incoordinations in personnel both among teachers and pupils.
4. The principal has a broad humane and idealistic philosophy of education, and this is reflected by faculty, students and community.
5. The principal budgets his time and checks his actual efforts against this ideal program.
6. The principal delegates to faculty and pupils only those duties which free his time for more significant work with pupils.
7. The principal delegates to the faculty no clerical duties.
8. The principal delegates to a pupil a routine duty for a period no longer than that duty has educational value for that pupil.
9. The principal has regularly scheduled faculty meetings, which are not too long and close on time.
10. The principal gives publicity to the faculty as to the duties of the office clerks.
11. The principal so adjusts the work of those under him that each does the work he is best fitted to do.
12. The principal provides the office equipment which is essential to the best educational results with the money available.
13. The principal frees both himself and his teachers from as much routine work as possible in order that they may have more time for supervision and instruction.
14. The principal encourages his teachers to experiment with new and different teaching devices, methods of instruction, programs, disciplinary measures, group projects.
15. The principal provides the administrative machinery and community contacts necessary to care for the maladjusted child.
16. The principal utilizes such media as bulletin boards, hand books, mail boxes, mimeographed directions to issue directions, and does not disturb classes by circulating notices.
17. The principal has a definite, complete and fair program of playground supervision.
18. The principal provides adequate management, healthful menu, and proper accounting system for the school lunchroom.
19. The principal has a simple and efficient method of central office accounting with provision for an audit.
20. The principal has a prompt, simple, and efficient fire drill, understood by all pupils and teachers with provision for blocked exits, and a check-up on the emptiness of the building.
21. The principal has a simple, complete, and usable cumulative record system.
22. The principal has an effective student directed corridor control and safety patrol if necessary.
23. The principal has a system of pupil self-government in which the pupils learn self-government, and not one which is principal or teacher controlled.
24. The principal utilizes every legitimate agency of promoting co-operation between school and community.
25. The principal is active in community and civic affairs.
26. The principal has a working plan of bringing library facilities to the maximum number of pupils.
27. The principal has regular office hours for parents and the public which are given much publicity. Then the parents will find the principal, but not at other times.
28. The principal has regular office hours for teachers when they are sure of finding him.
29. The principal has a definite plan of making the office and the records of the office easily accessible for the use of teachers.
30. The principal has a simple and efficient method of supply and textbook requisition, check and distribution.
31. The principal makes provision in his program for extra-curricular activities, clubs, assemblies, and athletics.
32. The principal has a health program which provides for examination, notification of parents, and follow up as a minimum.

Schools in the Machine Age

By MARY M. RICHESON, R. N., M. A.

THE present situation gives rise to the question: How can the school contribute to the making of better informed, interested, and responsible citizens who will work creatively in society and contribute to its economic, political, social and intellectual life, and who will at the same time be able to preserve this independence and individuality?

The present situation has been called "The Machine Age" by many recent writers, notably Charles and Mary Beard ("The Rise of American Civilization," Vol. II) and Stuart Chase ("Men and Machines"). Its characteristics are familiar to all of us. The forces of machine industry continue to widen in range and to increase in strength; volume and velocity are the principal features of production. Machine-made materials of all kinds are duplicated by train loads. There is standardization everywhere as a result of the applications of science to material things. Our newspapers are standardized and our amusements are machine-made. Even fellowship is provided in quantity and made uniform through our eagerness for organizations. A popular and thoughtful writer (Bruce Barton) presents Christ as a Rotarian. Variety as the spice of life has given way to standardization and uniformity. Few aspects of American life escape the monotonous stroke of the machine of which men have become so large a part and with whose wheels we seem to move.

The extension of mass production and distribution has served to reduce waste and to lower costs to the consumer. We have become the wealthiest nation in all history. Travel and transportation are quickening with the passing of every year. Drudgery has been driven away, the hours of labor have been decreased, there has been an increase in leisure. The five-day week appears to be drawing nearer. More and more are the doors of opportunity being opened to the masses of the people. During the last three decades children and young people have crowded into the schools and colleges. Elementary education and secondary education have become well-nigh universal, and the tendency seems to be toward making higher education universal as well.

But notwithstanding the scientific study of education, these extensions of educational effort upward and downward have also become standardized, formalized, and routinized. At every point education seems to wear the veneer of finality. Life has become marked by uniformity of mind and manners which often seem superficial and have the ring of the machine. American education, as Professor B. H. Bode recently pointed out (*The New Republic*, June 4, 1930): "is a confusing and not altogether edifying spectacle." There is unrest. All is not well. Education is subject to numerous fads and fancies and offers at the same time many panaceas under the name of science. There is little common agreement on the purpose of education and perhaps less agreement concerning its means.

Moreover, many thoughtful observers of the present scene question whether our cultural and intellectual interests are keeping pace with the recent bewildering increase in our material prosperity.

Perhaps we have too long relied upon our traditions and the promises of the ideals of democracy. We have cherished a rather healthy optimism concerning the growth and stability of certain ideals and certain practices. But too many of the promises have been unfulfilled. Many defects appear in our life—economic, social, and political. There is indifference and there is indolence; there is a lack of critical individual analysis, a lack of sound information on the part of too many of the people, and a lack of social and civic consciousness. There are ills to be cured and, because we live in a rapidly changing world, others to be prevented. The school appears to have failed to make sincerely independent, properly informed, genuinely interested, and thoroughly responsible citizens who are able and disposed to see clearly, think straight, and act justly. If education is to change with the changing civilization (Kilpatrick, "Education for a Changing Civilization") as seems imperative, the function of the school in the present machine and complex age must be different from that of the school which sought to serve an agricultural and more simple period. Discouragement, however, lies not so much in the facts of our educational ills as in an unwillingness to face them squarely with determination to remove them. The shift from the outworn to the new that promises betterment must be made, even radically, if real improvement is to be made.

The school must strive to build individuality and develop among men respect for personality; it must enrich life in its broad sense; it must make for tolerance that is free from indifference, which now threatens to become one of our gravest afflictions—these functions the school must perform whatever else it undertakes to do, if it serves well this age of industrial change. The function of the school is to train for the whole business of living well in a rapidly changing world.

If the school is to produce soundly informed, genuinely interested, and responsible youth and men and women, who are able and willing to work creatively in society which is rapidly changing and contribute to its economic, political, social, and intellectual life, and who are at the same time able and willing to preserve their own individuality and wholesome dispositions and the perfection of abilities, through the acquisition of sound knowledge and information, it must develop among youth and men and women their capacities for the whole business of living now.

1. The school must enable youth and men and women to gain possession of the means of expressing themselves effectively and well in speaking and writing; in handling with proficiency and economy the processes commonly called artithmetic, else they will not be able to utilize and enjoy the resources placed at their disposal by social inheritance.

They should be helped by the school to maintain themselves in the best possible health, to discover the occupations or vocations for which they are best suited, and to perform effectively the duties required of those occupations.

They should be prepared to participate intelligently, vitally, and productively in the life of the communities in which they live; to make intelligent use of their leisure time so it may promote their individual and social growth and human betterment generally, contribute to the healthfulness of their bodies and minds, develop among them nobler tastes and ideals, and prevent idleness, vice and degeneracy.

The school should enable youth and men and women to look upon and participate in cultural and aesthetic interests and activities as important adjuncts of social as well as personal efficiency. It should lead them to enjoy and appreciate the best that has been thought and done in the world.

The school should build in youth and men and women the difficult habit of using their minds and thinking straight. It should emphasize intellectual thoroughness, the habit of looking at evidence impartially and accurately and of seeing "the thing through." The need for this purpose in education is increasingly great in this machine age.

2. In addition to the abilities or capacities listed in (1) above, the school should help to develop in youth and in men and women certain attitudes and dispositions which influence and guide conduct in concrete life situations. It should enable them to act with loyalty to their convictions, their occupations, their families, associates, and, above all, to the truth as they see it; to work with good will and a readiness to give and take in the complex activities of life today; to have respect for the honest opinions of minorities; to be tolerant and intelligently sympathetic; to act honestly and justly; to live industriously and to spend wisely; to respect properly constituted authority and reverence intelligently sanctioned institutions and sound traditions, and those heritages of the past which have meant so much to humanity. The school should encourage among youth and men and women the disposition to act independently and responsibly, but with self-control.

3. Sound information and knowledge must be given by the school if it is to function properly in the life of youth and men and women in the machine age. The old traditional subject matter is no longer enough. The life of the modern world is primarily industrial, and the daily lives of youth and men and women and the welfare of all are closely and fundamentally concerned with industrial questions. The school should give sound information on matters of production, distribution, consumption; of transportation and communication; of taxation; of relations between labor and capital; of money and credit; of geography and its influence in the life of the world in the past and now; of health, personal and public; of the family; of the community and its economic, political and social (including education) relationships; of conditions of living; of liberty, including political liberty, freedom of conscience, of speech, the press, and teaching; immigration and racial problems, charities and corrections; the changed and changing status of women; religion and the part that it has played and continues to play as an element in human culture.

The schools must encourage and lead youth and men and women toward a complete and generous education that will fit them to perform "justly, skillfully, and magnanimously" all of their duties.

1. Goodwin Watson's "Education and the Best of All Possible Worlds," reprint September, 1930, Educational Administration and Supervision.

What We Expect of a Beginning Teacher

By JOHN LUND

Superintendent, Norwalk, Connecticut

HERE is a large order indeed. Large for the superintendent who has the temerity to attempt it, large for the poor student who is forced to listen to a long list perhaps of all the pedagogical virtues and vices to be cultivated or avoided by the trembling beginner.

When you step into your first job everybody is "rooting for you." Really, you know, that helps. Many things will be forgiven and overlooked. Full allowance is made for inexperience, over-enthusiasm, timidity, and all the other ills peculiar to the beginner in any field. Everybody wants the beginner to make good. The cards are really "stacked in your favor" (to use a good old Methodist expression).

Not only does everybody concerned want you to succeed, but that desire is expressed in practical helpfulness. That is what a supervisor is for. That point of view toward supervision is absolutely essential for all teachers and especially the beginners. May you be spared any experience which will spoil that sound sense of relationship between supervisor and teacher.

There are, of course, exceptions to the rule. I am sorry to say that here and there will be found a principal, supervisor, superintendent even, who might properly be called a "snoopervisor."

The great majority of those in positions of supervisory control have arrived as the result of successful experience and demonstrated ability. They know many of the problems and difficulties. They are to be your helpful friends. You are not embarking all alone in the modern, well-ordered school system. You have friends and helpers and your part is to recognize them as such and accept them as such, instead of attempting to dodge them. When your superintendent, or principal, or grade supervisor, or special subject supervisor steps into the room, be nonchalant, as they say in the ads. Chase that lump down your throat. Pull yourself together, and say to yourself: "Here comes my friend. Whatever I do he will understand and cheer me up and help me work out this problem that has been bothering me all day or all week."

We all differ in our ways of doing things. Some of us are gifted with more tact, with more human approachableness than others. Supervisors are human and subject to human frailty as well as virtue. Sometimes you may feel that a comment or criticism or suggestion is not couched in the language of friendship.

Regard each supervisor as a source of help and not a visitor to be dreaded. To put it in terms of my subject, we expect the beginning teacher to avail herself of all the professional help available in the organization even to the extent of soliciting it if necessary. Don't be afraid to face and acknowledge difficulties. That is half of the battle.

Now there are some teachers who need advice of a different nature. They are teachers who have never experienced a sagging of the knees, or a lump in the throat, or a hesitancy of speech, who fear nothing or nobody, whose vocal cords are in constant vibration, and who stop talking only for the necessary functions of breathing and eating. I met such an applicant just recently. She talked herself into a job and then out of it, all in five minutes. To one so endowed by nature or training, I would simply say, assume a virtue if you have it not, and allow those in purely temporary authority to have the platform for at least half the period allotted.

A superintendent expects the beginning teacher to be frankly a beginner, alert, professionally open-minded, eager for suggestion, quick to respond, well poised, with enough assurance to inspire confidence, and not so much as to destroy it.

And now for a second suggestion. We expect the beginning teacher, no, I will say we demand that the beginning teacher and the teacher who began long ago, have a pleasing, well-modulated, cultivated voice. Of all the things that stand in the way of teacher success that voice should head the list. If nature wasn't kind to you in this particular, then please learn to pitch it down so it won't compete with the sirens and other noises of the street.

It would be a fine thing if we could relieve teachers of all purely mechanical responsibilities and leave them free to do the creative inspirational job which is real teaching. It so happens, however, that organization, the grouping and housing of children in great numbers makes the purely mechanical aspects of school management important. We have come a long way from the immortal Mark Hopkins on a log with his boy. I would be omitting a very essential point in my presentation if I did not mention the importance of a knowledge of the purely mechanical aspects of school management as a part of the necessary equipment of the beginning teacher. Now and then we find a teacher so valuable, so much the genius that we overlook shortcomings of management. But if you aspire to success and the good-will of principals and superintendents, watch closely such

mundane everyday, practical things as light, ventilation, orderliness, keeping of records, registers, etc., and if you can't add, buy a pocket adding machine or call on your brightest pupil, but don't send in an unbalanced register.

I believe we have a right to expect a more fundamental understanding of the learning process. We have a right to look for evidence in the classroom that the teacher understands that education comes through self-activity, that a child's own thinking is what educates him. That what the child does, and not what the teacher does, is the important thing. The alert supervisor today is not impressed with what we may call teacher performance. He is watching the children. If, when he steps down the corridor, he hears the teacher he can't resist the temptation to look in and see where the pupils are, and what they are doing. He is never disappointed if, when entering a room, he has to look around among busy people to find the teacher.

Perhaps you wonder when I am going to give the usual list of characteristics of the model teacher. I am going to leave that out. Some years ago, away back in 1896, H. E. Kratz wrote an article on "The Characteristics of the Best Teacher as Recognized by Children." In his introduction he made the following statements:—

"There have been numerous pedagogical works written in which the characteristics of the best, or model teacher, have been set forth, but usually from the standpoint of some eminent educator. In describing that model teacher the eminent educator draws largely from his own experience, and clothes his model with his own characteristics, supplemented, it may be, by some traits observed in other successful teachers and rounded out by a few more evolved from his inner consciousness."

"Without wishing to decry the helpfulness of such descriptions, it may be well to depart from this customary view and glean some of the characteristics of the best teacher from the standpoint of the pupil. While the judgment of the pupil, no doubt, is immature and liable to error, yet those characteristics which impress the pupils favorably, which lead to a high appreciation on their part and which establish those relations of sympathy and co-operation so essential in the schoolroom, must have some value. In these days of child study why should not these characteristics be investigated and some ideas gained of the best teacher from the children's standpoint?"

In 1927 David Newmark of the Philadelphia Normal School, believing that normal school students should analyze the characteristics possessed by teachers efficient and otherwise, carried out a little investigation, reported later in the Elementary School Journal. Here are some of the responses these students made as they characterized their best and poorest teachers. Let us look briefly at some of their reasons for selecting their best teachers:—

He was never over our heads.

She was in love with her work.

She allowed us to express our opinions from time to time.

She was a real peach!

He did not hand out any "applesauce" to us.

She expected us to work, and she worked with us, too.

She had a contagious smile.

He let us watch the fire-engines go by.

She was cool in warm weather, a restraining, cooling influence on the class.

She never spoke to us about discipline, and therefore never had a discipline problem with our class.

Her punishments were real ones, and really cured the culprit.

He was as firm as any army officer.

And now for some reasons for selecting their poorest teachers:—

She was the best example of a chicken running around with its head off that I ever saw.

She was egotistical to the extreme and could mop up flattery like a sponge.

Her class looked like a bunch of undertakers.

She taught lessons from a book.

She knew very little and thought she knew it all.

She had an air of being bored with all of us.

He was very homely.

She wore one dress the whole year round.

She made us study with our textbooks open while she gossiped with the teacher next door.

He was my worst teacher because he taught algebra.

She washed children's mouths out with soap when they talked in class.

He spent all day at his desk giving out zeros.

He filed his nails in class.

She wore reams of hideous beads around her neck.

She kept preaching about good manners, but she didn't have any herself.

She dressed beyond words.

She yelled at the top of her voice.

She did not seem to understand the modern young.

I won't go into the analysis of all these responses. They speak for themselves.

I am very sure I can safely impress a final point which, by implication, I have already stressed repeatedly. We expect the beginning teacher to have a saving sense of humor. Not the free and easy, wise-cracking, catering kind that lessens respect and destroys morale, but that sense of humor which denotes balance and poise and bigness of nature. President Marsh of Boston University puts it pretty well when he says:—

"The over-serious person is a nuisance. He is not only in the way, but he is also continually on the look-out for petty slights and insults, while the person with a sense of humor is well balanced, with a sense of proportion, sympathy, and ability to laugh at petty differences. The small man often worries himself into inefficiency, while the truly great man can pass over the little discords of life with a good hearty laugh."

My whole purpose has been to hold out a friendly hand with a word or two of counsel as we anticipate your successful debut in a work which you will find thrilling and challenging and satisfying as you give of yourself and give of your best.

Current Procedure in Selecting Textbooks

By FRANK A. JENSEN

A DISSERTATION* recently submitted at the University of Michigan reports a study made for the purpose of discovering the procedure used in selecting textbooks for city elementary schools.

The sources of data for the study were the rules and regulations of the boards of education in ninety cities, policies and practices of thirty-one publishers, interviews with twenty-four managers and forty-eight representatives of publishing companies, and the practice common in 172 of the 272 cities ranging from 25,000 to 250,000 in population.

The following conclusions were drawn from this study:—

1. Textbook selection begins with the publisher, who selects manuscripts and ideas out of which to make textbooks and authors to write them.

2. The publisher's representative speaks for the textbook and has a definite influence on textbook selection. He is considered by superintendents of schools a help to the selecting committee.

3. The publisher's demonstrator, who works in close conjunction with the representative, has a definite influence on selecting committees, and is a factor in textbook selection.

4. Changes of textbooks or additions of new instructional material is initiated by teachers, supervisors, and administrators.

5. The authority for selecting textbooks and other instructional material in a city school system rests ultimately with the board of education.

6. The responsibility for selecting textbooks and other instructional material is delegated to the superintendent of schools. His recommendation, however, is subject to the approval of the board of education.

7. The superintendent of schools seeks the advice of his co-workers by organizing a textbook committee.

8. The textbook committee is usually a temporary committee appointed by the superintendent of schools.

9. Textbook committees range in size from three to seven members. There seems to be no justification for a large committee.

10. The textbook committee is made up of textbook users about as follows: teachers, one-half; principals, one-fourth; supervisors, three-twentieths; and administrators, one-tenth.

11. The report of the textbook committee to the superintendent of schools is in the form of a recommendation which is usually approved by the superintendent of schools and submitted by him to the board of education.

12. The textbook committee should be open both to school people and to the publishers.

13. A scheme for evaluating textbooks is generally set up by the textbook committee.

School of Education Bulletin, University of Michigan

*Frank Arthur Jensen, "Current Procedure in Selecting Textbooks." Unpublished Doctor's dissertation, University of Michigan, 1930. P. 245.

You'll find that education is about the only thing lying around loose in this world, and that it's about the only thing that a fellow can have as much of as he's willing to haul away. Everything else is screwed down tight and the screwdriver is lost. —George Horace Lorimer.

They Say

M. V. O'SHEA, University of Wisconsin:—

"Amusements of a highly emotional character for the young are multiplying at an unbelievable rate. Our entire program of out-of-school life so far as the young are concerned is tense, exciting, over-stimulative, so that our children are coming to a head too early."

DR. FLORENCE E. BAMBERGER, School of Education, Johns Hopkins University:—

"Safety education is an inherent part of life and as such is not to be devitalized through forced relationships with subjects and activities with which it has no legitimate connection; nor can it be pigeon-holed into a specific period in the time allotment of any curriculum. It must permeate the life of the child in school and out of school."

CHARLES F. THWING:—

"One duty of the teacher is to idealize his students. He is to have a thought of them as possessing richer possibilities of achievements than they dare imagine for themselves. To such a teacher a student a long time after graduation wrote: 'I am trying to catch up with your ideals for me.'"

PRESIDENT HOOVER:—

"This [increased consumption of gasoline] certainly means that we have been cheerful in the use of our automobiles; I do not assume they are being used for transportation to the poorhouse."

ALBERT JOY NOCKS:—

"The mind is like the stomach. It is not how much you put into it that counts, but how much you digest."

LAWRENCE P. FISHER, motor magnate:—

"Even in a time of nation-wide pessimism it is entirely possible to turn out a product that people will readily buy."

NICHOLAS MURRAY BUTLER:—

"Thinking is one of the most unpopular amusements of the human race."

MARY PICKFORD:—

"There's enough tragedy in the world just now; people need to laugh a little."

ALFRED E. SMITH:—

"There is no particular reason why the song, 'The Sidewalks of New York,' should be attached to me."

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DR. FRANK H. VIZETELLI:—

"Dunk is not yet a good dictionary word. But if you dunk, what you dunk comes out dank, and that's a word in good standing."

SIR A. S. EDDINGTON:—

"It may be that the human race is no better than it was two thousand years ago. But it is different and that in itself is a good thing."

MRS. ALBERT EINSTEIN:—

"I believe that a woman who is busy in her home making it a real one has no time for what you call a career."

SENATOR JAMES J. DAVIS:—

"With every labor-saving machine there should be devised a way of using the workers whose labor is saved."

DAVID LLOYD GEORGE:—

"After all, life is made up of second best things."

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Jim's Sacrifice

Jim had not been in the country very long. He still had about him many traces of the habits he had developed in England. His speech was enough different from the rest to make him the butt of much good-natured humor.

At the same time Jim was considered by the boys a good sport. He seldom lost his temper and was always quick to meet smile with smile, and kindly word with kindly word.

The day of the great marble tournament came the last day of April. Ed Condon, the winner of the Smithtown medal, was to meet Steve Porter in the final struggle for the championship.

An hour before the match found Ed in his own back yard, saw in hand, desperately trying to reduce a huge pile of cordwood to stove lengths. Above him towered his uncle.

"You've had all week to cut that wood," said the uncle angrily. "Now you *cut* it, match or no match."

Ed wiped a tear from his eye, and went at the work as though his very life depended on getting it done.

"Hello, Ed," cried Jim. "Isn't it time for you to get down to the field?"

Ed leaned his saw on the sawhorse, and wiped his brow.

"Guess I'm out of luck," he said. "Uncle wants this wood for delivery at six. I should have cut it last Tuesday."

Jim had come in through the wooden gate. "That's too bad," he said. "Now, let me see! Oh, I say, Ed, does your uncle mind *who* cuts the wood?"

"No, I guess not," answered Ed.

"Then I'll cut it," said Jim. "I have cut plenty of wood in England."

"Don't you want to see the other matches?" asked Ed eagerly.

"Sure, but I can wait till next year," laughed Jim.

When Ed had slicked his hair and rushed away, Jim felt the teeth of the saw. "Cricket!" he cried, "dull as a hoe. Now, I'll begin right by sharpening this saw. When the saw showed every one of its bright, sharp teeth, ready for work, Jim wiggled the sawhorse.

"Whacko! Who could do a swift job on a rickety old horse like this? A nail or two and she'll be as fit as a fiddle."

Three hours later a troop of cheering boys appeared in front of Ed's house. Ed, with shining eyes, was in the midst. Jim ran out to hear the good news.

"Boys," cried Ed, "Jim really won this match. He's the best sport in the world. Cut my wood while I played."

Just then Ed's uncle appeared. He was smiling. He held a bright, new half-dollar in his fingers. "Jim," he said, "this is for you. You're not only resourceful, but you're kind. I hope Ed learns a good lesson from you."

An Important Moment in Burbank's Life

"One incident, written clearly on the tablets of my memory, concerns a winter-day discovery that gave me a great deal to think about. I was heartily tired of winter, I remember, as a growing boy in New England was likely to become, and was walking in the timber piece, perhaps moodily, and maybe kicking up the snow, . . . and perhaps punished for my petulance by stubbing my rebellious toe against a hard-hearted old New England rock, when suddenly I saw a green place ahead of me. I could not believe my eyes. There were tall grass, bright, fresh, spring-like shrubs and vivid vines, and on it all played sunshine that was almost tropical in its white intensity.

"I am sure I must have hurried forward, forgetting my rebel mood, to find that this was all real—a sort of winter oasis of green in a world of monotonous white. It took me some time to make out that here there rose one of those marvelous springs, sometimes found in wintry countries, that brought enough heat so that no snow could remain on it, and so that vegetable life could get a foothold, and maintain itself in the bitterest weather. I studied the phenomenon intently. Very dimly there began to grow in my mind vague questions as to how these plants and grasses and vines, their neighbors and cousins and brothers all dead and withered under the snow, or else dormant and waiting for spring, could adjust themselves to this summer-in-winter environment. Why, I asked, didn't they follow the traditions of their families and die with the fall, or droop and shed their leaves and hibernate, no matter what the warm water brought them in the way of a miracle of equable temperature?

"I am sure now that my first thought—very dim and vague, as I say, and only a boy's surface wonder, instead of a scientific hypothesis—concerning the power of environment in the miracles of plant variations, came to me in that hour. It was late when I started home, and I could hardly wait to get there to tell the folks what I had found. To them it was no miracle; they saw in it no half-revealed secret stolen from Mother Nature's cupboard of marvels; but to me it was the most wonderful thing that had ever happened. It turned me to watching and studying and comparing, and when there fell on me the influence of an older mind, trained in the processes of Nature, I was wide awake to make the most of the opportunity."—Selection from "The Harvest of the Years," by Luther Burbank.

The Two Jars—I

(From the West African)

Aji was growing old. At last the day arrived when he went apart from the village, and soberly walked on the hills and counted the years that he thought still remained to him.

"Four times shall the spring come," he said to himself, "and then the world will know me no more. Hence, it becomes my duty as a thoughtful ruler to provide someone to take my place. My sons have been slain in battle, and my grandsons are still too young. Troublesome times I see ahead, and he who takes my place must be equal to any task that falls upon him."

So meditating, Aji went home and sat head in hands long into the night. At dawn he called his head man to him.

"Bring me a basketful of potter's clay," he said. "My old trade calls me. The memory of the days I spent in the sun making jars beckons to me. Once more I would feel the soft, cool clay taking shape beneath my hands."

When the clay was brought, Aji closed the door of his hut, and worked steadily for three days. In the dawn of the fourth day he appeared, and summoned his head man.

"Call a council," he commanded, "of the young men of this and all the neighboring villages."

When the young men were assembled, Aji pointed to a jar that stood beside his door. "Behold this clay vessel," he said. "Notice that it is shaped like a gourd with a round bottom and a rather slender neck. Inside this jar is another, exactly like it, only smaller. To him who tells me how I can take the smaller jar from the larger without breaking either, I shall give a gold piece of the exact size of the imprint of his foot."

Of the four hundred young men who studied the jar, three hundred and

ninety-six shook their heads sadly, and walked away.

"Aji asks that which cannot be done," said one.

"Aji is making sport of us," said another.

"Old age is going to the man's head," said a third.

"A stupid way to earn a piece of gold," said a fourth.

"I could think it out, but—" said a fifth.

"I would rather spend my time throwing dice," said another.

When all had gone, Aji turned to the four who remained. "Within," said he, "you will find four jars exactly like this. Take each his own, and when the task is done return for the reward."

(To Be Continued.)

The Two Jars—II

Three did as Aji said, departing immediately, but the fourth, a slender shepherd from the hills, lingered, looking keenly here and there.

"What is it you seek?" asked Aji.

"The rest of the jar," said the youth.

"Is not the jar in your hands perfect?" asked Aji.

"Not quite," said the youth. "Here is a piece missing, a very little piece, to be sure, but enough to spoil the beauty of the jar in my eyes. May I ask for a piece of the raw clay, so that when I return the jar to you it may be more perfect than it is now."

Aji smiled. "Here is the clay," he said. "Go in peace."

A week later the first youth returned. In one hand he held the bigger, and in the other the smaller jar. Aji took the smaller jar and examined it closely, then bending down he tapped it gently on the earth, and at once it fell apart, bursting into a thousand pieces. Aji examined the edges of one piece carefully, then he said:—

"In the art of deceiving you are very skillful. This vase was first broken into little bits, removed in that way from the larger jar, and then each bit carefully fitted and glued to its neighbor, so that even my eye might be deceived." Aji called his head man.

"Drive this fellow," he said, "far from the village, and guard against him. He will be very wise and very painstaking in the evil that he does."

When the second youth arrived he held but one jar in his hand. "Aji," he said, "I have studied night and day. I am too slow-witted for this task. I, therefore, return the problem to you just as I took it."

Again Aji spoke to his head man. "Reward this youth," he said, "and make him your right hand. He will be faithful in all he does, but do not expect the hand to do the thinking of the brain."

The third youth now arrived. In his hands he carried the fragments of the outer jar. The inner jar was, however, perfect. "Master," he said, as he bowed low, "I am but a blunderer. As I pondered the jar slipped from my grasp and broke. I pray you forgive me."

(To Be Continued.)

The Two Jars—III

Aji once more called to his head man. "Reward this youth," he said, "and make him your left hand. He is honest and willing, and such men are treasures beyond price. Give to him many things to do, but trust him not with those affairs that need to be handled delicately. Once more may he unwittingly drop and break the outer jar."

Scarce had the third youth gone when the fourth youth arrived. In one hand he held the larger jar, and in the other the smaller one. Aji took the jars and studied them keenly, then he tapped, first one, and then the other, on the hard ground. Each rang with a pleasant, bell-like sound.

"The jars ring true," said Aji. "Come! Tell me how you succeeded."

"Master," said the youth, "where is your kiln where the heat is set under the jar to bake it into the hardness of stone?'

"I have none," said Aji.

"That I noted when I stood here the last time," said the youth.

"Your eyesight is keen," said Aji, with a smile.

"And the small piece of clay you gave me," added the youth, "I used for my experiment. I found that if I wrapped it in a moist cloth in three hours I could shape it as I willed."

"Your mind is awake," said Aji.

"Since you had no kiln in which to bake this jar," said the youth, "I guessed that the outer jar was like the piece of sun-dried clay. Very carefully, therefore, I wrapped it in wet cloths until it, too, had softened, then—"

"Enough," cried Aji gladly. "You have a resourceful spirit. You I choose to succeed me when my sands have run out. And here is the piece of gold which I promised as a reward."

Discussion: What happened when the youth softened the outer jar? Did this youth show superior mentality?

"I'd rather be a 'could be'
If I couldn't be an 'are';
For a 'could be' is a 'maybe'
With a chance to reach par.
I'd rather be a 'has been'
Than a 'may have been' by far,
For a 'may have been' has 'never been,'
While a 'has been' was once 'an are.'"

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The BOOK TABLE

PRACTICE SHEETS IN ENGLISH GRAMMAR AND PUNCTUATION WITH TESTS AND KEY. 190 pages. (7½ by 9¼.) By Harriet R. Lockwood, State Teachers College, Oshkosh, Wisconsin. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a remarkable book of Practice Sheets in English Grammar and Punctuation. There are 190 pages, about fifty square inches each, almost ten thousand pages of an ordinary textbook.

Every troublesome phase of grammar and punctuation is so carefully and thoroughly presented as to meet all individual needs, and to be used in connection with any textbooks, or independent of any textbook. It is a masterly series of strokes of genius.

LABORATORY TEXTBOOK IN CIVICS FOR JUNIOR HIGH SCHOOL GRADES. By Walter R. Hepner, superintendent, San Diego, and Frances K. Hepner. 151 sheets, 8 by 11. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

This is a workable combination of the reading material of a textbook and the direct study activities for students at the junior high school level. It is a new approach to the elementary study of community life, its underlying characteristics, its benefits, and its problems.

A special charm of the book is the elimination of the repellant encyclopedic information textbook style that resulted from the traditional practice of high school textbooks.

This "Laboratory Textbook" is a continuous narration, attractive in style, appealing to the interest of youths beginning to think for themselves and enjoy thinking, that the authors think they must attract the attention of students. This is the key-note in modern education as it relates to adolescent youth.

MAKING A HIGH SCHOOL SCHEDULE OF RECITATIONS. By Rowell C. Puckett, Toledo. Longmans' Education Series. Cloth. 164 pages. New York, London and Toronto: Longmans, Green and Company.

Many leading schoolbook publishers have a personality as definite as individuals have, and I flatter myself that after more than sixty years of familiarity with American schoolbooks, and with nearly fifty years of absolute acquaintance with all the textbooks of many of the publishers, it is natural for me to know the general characteristics of publishers as of individuals.

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Dr. Puckett's "Making a High School Schedule of Recitations" is an admirable illustration. Here is a field that has never been definitely and exclusively exposed. It has been incidentally touched in connection with some general Junior High School topic, but the Longmans have given Mr. Puckett an entire book in which he confines himself to the making of high school recitations. He has no detour and chases no mirage.

WASHBURNE'S INDIVIDUAL ARITHMETIC. By Carleton Washburne, superintendent, Winnetka, Illinois, and Winnetka Teachers. Twelve Books, Two Correction Books, Two Test Books, Two Keys, Heavy Paper Covers. Yonkers-on-Hudson, New York: World Book Company.

These eighteen books are in every respect equipped for individual achievement in arithmetic of children however different they may be in native talent, in social relations, in racial inheritance, in family finance, or otherwise varied.

So far as I know it is the most complete adaptation in method, in equipment, and in suggestion to teachers and children however varied their individuality.

These eighteen books represent wonderful genius and infinite patience.

BIOLOGICAL FOUNDATIONS OF EDUCATION. By Otis W. Caldwell, Teachers College; Charles Edward Skinner, New York University; J. Winfield Tietz, DeWitt Clinton High School, New York City. Cloth. Profusely illustrated. 535 pages. Ginn and Company.

We have rarely seen a modern book as fascinating to us as this is, but we are unable to transfer to our readers any suggestion of the interest it has for me. I would not sell it at any price if I could not get another. It is on my desk at home, and I enjoy it more than I can say. My advice is that you call for it in some library that is up-to-date, and devote at least an hour to the illustrations, and then you will see why I cannot review it, and if it interests you you will see why it interests me.

AN INTRODUCTION TO VOCATIONAL EDUCATION. By Arthur B. Mays, University of Illinois. Cloth. 325 pages. New York: The Century Company.

This is essentially a series of essays written because of the special interest in or familiarity with the condition which made it timely. It is discriminating historically, economically, civically, domestically, and educationally.

EXTRA-CURRICULAR LIBRARY: STUDENT IN SCHOOL GOVERNMENT. By Jerry J. Vinyard, Junction City, Kansas, and Charles F. Poole, Sterling, Colorado. Cloth. (4 by 7 inches.) Limp binding. 100 pages. New York: A. S. Barnes and Company.

This is a study of what is being successfully done by way of Student Government, what has been written about the theories of Student Government, and Fifteen Forms resulting from Questionnaires responded to by 390 school administrators.

VOCATIONAL GUIDANCE AND SUCCESS. By Edward J. Gallagher. Cloth. 200 pages. Milwaukee, Chicago, New York: Bruce Publishing Company.

Vocational Guidance requires a rigid adaptation to the spirit of the day, and familiarity with the practices in its promotion, because of its economic and personal equations.

In this latest book on the subject the author demonstrates intimate acquaintance with the changes made necessary for success in view of the revelations of science, inventions, and discoveries.

This book could not have been written three years ago, and whoever lives up to its spirit will never be out of date.

It is in the fullest sense a "Guidance" to and in "Vocational Success."

Books Received

"Biological Foundations of Education." By Caldwell, Skinner and Tietz.—"Romance of the Airman." By Humphreys and Hosey.—"Bookkeeping and Business Knowledge." By Jackson, Sanders and Sproul. Boston: Ginn and Company.

"The Indians in Winter Camp." By T. O. Deming. Chicago: Laidlaw Brothers.

"Human Learning." By Edward L. Thorndike. New York: The Century Company.

"Private and Public Secondary Education." By L. V. Koos. Chicago: University of Chicago Press.

"American Society." By Charles F. Thwing. Boston, New York: The Macmillan Company.

EDUCATION IN ACTION

Would Pay Pupils for Going to School

Henry Ford Urges That Practical and Technical Be Combined To Make Instruction Profitable

Paying young people to go to school is advocated by Henry Ford.

In a recent interview the automobile manufacturer expressed at length his opinions on both education and diet, but on the latter subject he admitted his own menu might be disagreeable medicine to other folk.

On education, however, he was very positive in urging the establishment of vocational schools which should pay their pupils as a remedy for what he described and decried as wasted effort by school children.

Ford would combine practical and technical instruction with the teaching of theory. Young people, in all cases, should learn to read and write and gain a solid foundation along these lines, he said.

But from the eighth grade, he added, practice and technique should hold equally with theory.

"Young people ought to be paid to go to school," said Ford. "They ought to learn to handle finances as well as to do other work." The automobile manufacturer practices what he preaches. At the schools at Dearborn, where his plant is located, youngsters are paid enough to live on for the work they do in school from the time they are twelve years old. The boys divide their time between classroom and technical work.

"Let the public schools teach children to read and write," he urged. "Then industry should take them up. Industry should regard such action as a pleasure, for it is a great privilege."

He elaborated on paying pupils for their work.

"A boy should be paid to learn anything. He must realize that what he makes will be sold. The action appeals to his pride and ambition, and stirs him to further endeavor."

As far as girls are concerned, Ford offered the same recommendation.

"Do you believe girls should be educated basically in the domestic sciences, in home-making and cooking?" he was asked.

"That is hard to answer," he responded, "but if education can be diverted to finding a way to eliminate the drudgery of housework, you've gone a long way."

Turning to the objectives of education, Ford said that "everything leads up to happiness, and the only thing that will bring it, simple as it is, is the realization of accomplishment."

Native Control For Mission Schools

The missionary forces must be prepared to give up their schools, colleges and hospitals to native leaders within the very near future, according to Dr. Paul W. Harrison, one of the leading missionaries in Asia, who has been delivering lectures at Princeton Seminary. Dr. Harrison predicted that within a short time missionaries in Asiatic lands will be required to confine their work almost entirely to definitely religious and evangelistic activity. "We must admit that it is not only natural, but proper, for natives to desire to control their own cultural development," pointed out Dr. Harrison. "A struggle against this growing nationalism will only harm our entire work."

Ban on Championships Urged in Boys' Sports

Championship games and competitive sports should be eliminated from boy's athletic activities as far as possible, because they have an "anti-social" effect upon youths, declares Dr. Frederick Rand Rogers, director of health and physical education in the New York State Department of Education. "Activities should be varied away from competitive sports," Dr. Rogers declared. "The competitive spirit is anti-social, an expression of 'my' personality at the expense of the other side. We have plenty of it and we don't need to do anything to foster it. Championships are most anti-social, and the giving of awards and prizes should also be discouraged, for it emphasizes the anti-social tendency of competition. We have made the effort to eliminate state championships, and I hope district championships will be eliminated also."

Citizen Raises School Fraternity Issue

Students at Omaha Central High School have been evading a state law which forbids fraternities and secret societies in the public schools. The situation was brought to public attention by an irate leading citizen who went before the school board and told its members they were derelict in their duty in not enforcing the law. That puts the board in a quandary, for it has found that so long as parents support their youngsters in ignoring the law, it is easier to prohibit fraternities than to suppress them. When the legislature decided twenty years ago that these organizations were bad and there ought to be a law against them, the only effect of its statute was to drive them under cover. There they have flourished ever since, at first guardedly, but more recently with no attempt at concealment. There was a time when the school authorities undertook to suppress the societies through various disciplinary measures, but they had so little success and became involved in so many quarrels with parents that they finally gave it up. So long as none of the activities of the banned clubs appear on the campus the teachers pretend not to see them, and the school board supports the teachers in this attitude.

Ten Schools "Fire Traps"

Ten Brockton (Mass.) schools, including a section of the high school, were declared to be "nothing better than fire traps" in the report of the survey of the school buildings in the city by three engineers of the National Fire Protective Association, who were called in by the chamber of commerce. Of the twenty-three remaining buildings in the school system, only four were classified as reasonably safe. In the other nineteen, while there are some undesirable features in exit arrangements and structural details, conditions on the whole, according to the report, are not so serious as in the ten schools named as fire traps. In a blanket classification the report points out that any fire is likely to involve the entire building, and cause the complete destruction of virtually any school in the city. The heating installation in a large majority of the schools constitutes a major hazard, according to the survey.

Hospital Service For Virginia Teachers

Since the opening of the preventorium at the University of Virginia Hospital, Charlottesville, Va., in March, 1929, 143 teachers have been admitted, of whom twenty-seven were men and 116 were women, says an editorial in the Virginia Journal of Education. Through the preventorium the teachers of Virginia have hospital service avail-

able at a moderate cost, says the writer. "Regulations governing admission to the institution include active membership in the Virginia Education Association. Teachers in active service, and who made a contribution to the preventorium fund of any amount prior to January 1, 1928, are eligible, as are those in active service who have contributed as much as $4 to the preventorium fund since January 1, 1928. Teachers will be admitted on a certificate of eligibility by the executive secretary of the Virginia Education Association. When teachers have been admitted to the preventorium they pay a rate of $4 a day, with a minimum charge of $15. This means that if a teacher stays only one, two or three days, the charge will be $15. These charges will cover all necessary hospital expenses."

Brookline School Head to Retire

Oscar C. Gallagher, for the last twelve years superintendent of the Brookline public schools, has resigned, effective next September 1. The School Committee "regretfully" accepted the resignation. The resignation was in the form of a letter to Chairman Peterson, in which Superintendent Gallagher outlined the growth and improvement in the Brookline school system during his regime, and expressed deep satisfaction and gratification in the results. He asserted that the Brookline schools stand in the front line of New England schools, and are cited by other communities as models. He had had in mind resigning for some time, he wrote, because he felt the strain of the work, and his physician had advised him to do so. He expressed the opinion that the great increase in administrative work warranted the addition of an assistant superintendent.

To Push Radio School Plan

Permission for the Boston School Committee to disseminate educational matter by radio will be asked of the Legislature by William Arthur Reilly, a committee member who sponsored an order to that effect which was declared illegal by the corporation counsel. Corporation Counsel Silverman's opinion, read at a recent meeting, said that the committee is limited in its educational efforts to schoolrooms and other places allowed by statute, but this does not include the radio. Under this ruling, however, the committee is permitted, if it desires, to equip schools with radio receiving sets. Although the radio schools, as planned, would not have cost the city money, the project was held up because the committee can only perform those functions allowed by law, it was found.

Scots Test Milk Diet For Pupils

Scotland's test of the benefits of a milk diet, in which 20,000 school children took part, has "demonstrated that the addition of milk to the diet of children has a striking effect in improving physique and general health and increasing mental fitness." This was the report of Dr. J. Parlane Linloch, chief medical officer of the department of health for Scotland. In the tests 10,000 children received daily a supplementary ration of milk for four months, the remaining 10,000 serving as controls. Younger children did not gain more than older ones.

German Pupils Exchange Homes

Exchange professors and exchange students are familiar features of the education scene, but exchange parents are something new. It has remained for the once scholastically conservative Germany to introduce them. In the Durerschule of Dresden, a private secondary school with 450 students, the children of one class change homes with the pupils of another, for a period of two to four weeks, being treated in these foster-homes exactly as members of the family. Recently, according to reports received by the International Federation of Home and School, this home exchange has been extended to other cities in Grmany and also to Great Britain and France. "These experiences in different homes," says the report, "not only develop character and independence, but they greatly increase the interest of the children in other nations and languages."

England Is Building Low-Fee University

The University of Southampton, England, is now undergoing a striking development designed to meet the needs of English higher education that have been making themselves felt. Aided by grants from the local authorities, and gifts from its own officers and friends, it has embarked on a program of expansion, which, besides accommodating the growing numbers of young men and women seeking admission, will put university education of the best type within the reach of many who cannot afford it at Oxford or Cambridge, owing to the high fees at these universities. At Southampton the fees amount to about half of what they do at Oxford and Cambridge. The chief feature of the new develop- is the provision of up-to-date halls of residence for students whose homes are at a distance.

Student Council As Court of Appeals

The Yale student council, whose functions heretofore have been advisory and intermediary, has definitely set itself up as a court of appeals for under-graduates. It will act in this capacity when students who have been the subject of discipline from the faculty feel that they have not had fair warning preliminary to punishment for misdeeds. The council by resolution defined its powers, and Dean C. W. Mendell of the college has given his endorsement.

Free Schools Opened in China

The educational department of Liaoning Province, China, has opened 1,300 free public schools in all parts of the Province. Plans are being made for the opening of more schools, especially in the farming communities.

School Children Larger in Japan

Japanese school children of today are taller and heavier than the youngsters of thirty years ago. Average figures from the Tokio Municipal Education Bureau show that more than an inch has been gained in height, and nearly six pounds in weight in both boys and girls twelve years old.

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A new text-book library is forming under the guidance of the Department of Education at the University of Buffalo. Dr. Cummings, head of the department, writes us:

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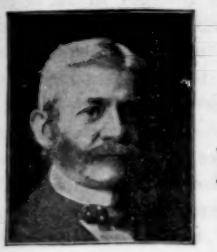

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Year's School Cost Is 15.33% of Budget

An average tax of $13.30 will be paid during 1931 by each resident of New York City to cover the cost of operating the city's school system. The total amount to be spent for educational purposes, exclusive of the sums authorized for libraries, the Board of Higher Education and Hunter and City Colleges, is $94,448,446.20, or 15.33 per cent. of the $620,840,183.37 appropriated for the year's expenses. Per capita appropriations total $86.77.

Blind Freshman Leads All Students

C. M. Witcher, a totally blind freshman in the engineering department at the Georgia School of Technology, led all the 2,355 students at the institution in scholastic standing. Witcher's name was first of five students posted as making the coveted "A", meaning those whose average in grades was above ninety. Witcher has to be led about the campus from one classroom to another. He works out his assignments by a touch system, and uses a portable typewriter for transposition. When he takes an examination the instructor reads the questions, while Witcher jots them down in his own method, and answers by means of his typewriter. Despite his handicap, the teachers say, Witcher is almost always first to finish a quiz.

2,000 Mile Tour For Geology Students

A 2,000-mile trip through New York, Vermont and Canada will be taken by students of geology and geography at Cornell University as part of their studies next summer, according to Professor O. D. Von Engein, geographer, geologist and world traveler. The trip, scheduled to begin August 15 and end August 29, will be made by bus and boat.

GRINS BETWEEN GRINDS

Figure, Sam, Figure

"Are you a native of this place?" asked a traveler in Kentucky of a colored resident.

"Am I what?" asked the puzzled black.

"I say, are you a native here?"

While the man was still hesitating over his answer his wife came to the door.

"Ain't you got no sense, Sam?" she exclaimed. "The gen'l'man means was yo' living heah when yo' was born, or was yo' born before yo' began livin' heah? Now answer the gen'l'man!"—Chicago Tribune.

Oh, No!

Doctor—"You haven't been tiring the patient out with a lot of needless conversation, have you?

Amateur Nurse (brightly)— "Oh, no, I've done every bit of the talking myself."

Not To Be Outdone

"You don't seem to have any notorious spots here," said the exacting tourist to the guide at the famous beauty spot. "You know, in the last village we stopped at they showed us a place where a man had lain in wait for his rival in love, and had attacked him with a fiendish gusto."

The guide had never heard of this terrible crime, but his professional pride was roused.

"That is quite true, sir," he answered, "but you are not aware, perhaps, that the villain afterward made his escape to this village, and you are standing on the very spot where he threw away that fiendish gusto!"—Weekly Scotsman.

New Goal

A certain old lady was so concerned about one of the villagers who was unable to write that she persuaded the village schoolmaster to give him some lessons.

Some time later she met the villager, and said to him: "Well, George, I suppose you are now able to read the Bible fairly easily?"

"Lor' bless you, mum," he replied, "I was out of the Bible and into the football news over a week ago!"—Sporting and Dramatic.

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Must Modernize Attitude

"Liberal arts colleges in New England and elsewhere will have to modernize their attitude toward the preparation of teachers, if they are to take in the new education the place of leadership they once held in the old," said Dr. Charles W. Ryan, Jr., professor of education at Swarthmore College and director of the educational department of the Bureau of Indian Affairs, speaking at the seventeenth annual graduate council of the Mount Holyoke Alumnae Association. "There is a real transformation, a veritable renaissance, going on in education all over the world," Dr. Ryan continued. "But graduates of the established Eastern colleges are likely to have but a minor part in this because of the failure of the colleges to give to the fields of modern education, psychology and sociology the attention they deserve. Through misunderstanding the liberal arts colleges look askance at so-called education courses, either omitting them entirely, on the ground that they are 'vocational,' or grudgingly admitting them as a necessary evil. They thereby surrender to the normal schools and teachers colleges this tremendously important field, instead of taking real leadership in it, and seeing that courses in education and psychology shall be among the best and richest on the campus. The newer schools are emphasizing creative art and literature, music, the drama, and a genuine intellectual life. They must be staffed by people who not only have a rich cultural preparation, but who also have some knowledge of modern psychology and mental hygiene. Of course the colleges themselves are in need of change, both in content and method."

More Schools in Korea

The establishment of common schools for Koreans was started in 1906, the first year of the protectorate regime, and by the year 1910 they numbered more than one hundred, including private schools of good standing. After the annexation of Korea by Japan in 1915, their number increased annually. Most schools were in towns, so common school education in the rural districts spread slowly. To remedy this condition it was decided by the government to establish at least one school to every three villages. After about four years there were about nine hundred public schools distributed in the provinces, doubling the previous number. Provision was made for further increase as fast as possible, and the number today is well above 1,500. The first public school for the primary education of the Japanese in Korea was founded at Fusan in 1877, under the name of Kyoritsu Gakko. This was followed by the establishment of sim-

ilar schools in Keijo and a dozen other towns in which Japanese were more or less numerous. The number of schools grew rapidly after the introduction of the protectorate regime. At the beginning of the present regime in 1915, 120 schools were in existence, but the steady increase in them brought their number to over 458. For the secondary education of Korean boys there are two public high schools in Keijo, and one or more in each of the provinces. In addition to these, nine similar schools are maintained by individuals. For the secondary education of Korean girls there are six public and nine private schools. Secondary educational institutes for Japanese boys and girls include eleven middle schools and twenty-two girls' high schools in Keijo and other towns. All the secondary schools have courses of five years for boys, and four to five years for girls.

1000-Year Experiment

Ohio University botany students in 2931 will learn the results of an experiment made by students in 1931. The expeiment was performed to determine how long seeds will retain their germination power. A row of forty bottles, each containing 800 seeds, was buried in the university campus. One bottle will be dug up and the seeds tested each twenty-five years for the next 1,000 years. The forty species of seeds were gathered in the vicinity of Ohio University. They were prepared in bottles with sand taken from a depth of two feet below their burial site. They were shaken and mixed with the sand, and packed tightly in bottles.

Ready for College at Thirteen

Russell Keith, thirteen, of Peru, Ind., has attended school for only six years, but he is ready to graduate from high school. He entered school for the first time at the age of seven, and passed into junior high school the following year. His mother, Mrs. John Keith, has tutored him.

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